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and knowledge required are vastly increased; yet the contempt and disgust of the college professor over the ignorance of English in each incoming Freshman class are vocalized with increasing vehemence. If a lad, as is now permitted by our generous colleges, substitutes chemistry or physics for his senior Latin, his laboratory course, a necessary concomitant of three hours of text, uses up four more recitation periods, the nine hours counting as five on his schedule, because for his laboratory course no outside preparation is required. The algebra today, so my colleagues who teach the subject tell me, is increased by a large amount and by the degree of proficiency demanded.

These facts leave untouched the padding of "practical" courses required in most public schools. They show that today in the judgment of the colleges there are no minor subjects in the preparation for college admission; each stands on an equality with every other and each college department insists most jealously that its subject be given as much time in the secondary school as any other.

There is one result to this situation. The secondary school has perforce increased the required hours of instruction, thereby lessening the hours of preparation open to the pupil unless he devote to study hours needed for sleep and recreation. A second result is the growing dependence of the pupil on instruction instead of self-development; to me this is prostituting education. One gets the best *pate de foie gras* by spiking a goose's feet to the floor and ramming food down its throat; but we ought not to aim at a similar process and result in training our pupils.

The lessening of the hours that may be devoted to preparation and the necessity of being equally proficient in each subject cause the student to divide up his time evenly among his subjects; in consequence Latin cannot receive much more than an hour and a half of preparation per recitation; yet I dare the assertion that in our generation many a lad spent three, four, or even five hours of preparation on many a Latin lesson. Today that is impossible.

Is the lad of the present day of inferior mental ability? Is he less industrious? To each question I answer most emphatically, "No." But he is dazed by the pressure. The college, in its effort to improve, broaden, and deepen the work of the preparatory schools and thereby to get students better qualified to run with success the college course, has forgotten that there are limits to a growing lad's mental powers; and in insisting on a maturity of judgment and on a maximum of attainment in too wide a field has doomed its own purposes to defeat.

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ON *B.G.* i. 40. 5

Of the twenty-five instances of *cum* with the indicative in the *Gallic War*, eighteen are of the "whenever" type, four of these with the present tense, eight with the perfect, and six with the pluperfect. There are, besides, three

instances of "*cum* inverse" (6. 7. 2; 6. 8. 1; 7. 26. 3), one with *cum primum* (3. 9. 2), one of definite time (6. 12. 1), and two of the type which Hale calls "forward-moving relative clauses," where *cum* equals *et tum* (1. 1. 4; 1. 40. 5). The second of these two passages runs as follows: *Factum eius hostis periculum patrum nostrorum memoria, cum . . . non minorem laudem exercitus quam ipse imperator meritis videbatur*. This is the only imperfect indicative with *cum* in the Gallic War, and is notable also because it retains the indicative in an indirect subordinate clause.

Most of the indicatives scattered through indirect discourse are easily explained as parenthetical or explanatory statements, inserted by the narrator, and so not really a part of the quotation. Some of the Caesar textbooks, in their grammatical references on this passage, explain *videbatur* in this way, though the clause seems very clearly to be a part of the original speech. Three of our best-known Latin Grammars also state that the indicative is used in indirect discourse "to emphasize the fact stated," and a number of the textbooks explain *videbatur* in this way. But this use of the indicative in indirect discourse is not recognized by some of the most complete and most reliable grammars, and there is some ground for thinking that the category may have been specially made for this particular passage, for two of the three grammars which have this category give no illustrative quotation, and the third quotes this passage only. Moreover, why should Caesar, the *historian*, wish to emphasize to his *readers* this particular fact? Or why does this fact need more emphasis than the one directly following showing the advantage possessed by the gladiators under Spartacus because of their training in the Roman arena?

As a substitute for these explanations I can only suggest very tentatively that the indicative may here have been retained in order to preserve the special meaning of the indicative with *cum* in distinction from its circumstantial use with the subjunctive. I have found no other similar instances, but this case would be analogous to the tendency of *dum*, meaning "while," to keep the indicative under similar circumstances.

This passage is also responsible for one of the most stupid comments it has ever been my lot to read. A very good school edition of Caesar, after saying that "this indicative emphasizes the fact," sensibly suggests that Caesar thus refers to the army of Marius "as a hint to his own army to be equally deserving of praise." A textbook published a few years later, whose editors, I very much fear, had the earlier edition before them as they wrote, tries to combine the two ideas in one sentence, and says that "the indicative emphasizes the fact, and thus stimulates the soldiers to do as well." The editors apparently are not concerned with the fact that any stimulation of the soldiers must have occurred several years before Caesar, as a historian, decided to retain the indicative used in the original speech.

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